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ABSTRACT

Faculty in five social science disciplines in four-year predominantly black colleges and universities were surveyed. Members of the sample of 1,168 faculty from 82 primarily southern institutions had advanced degrees in one of the following disciplines: economics, education, political science, psychology, or sociology. Attention was directed to their personal goals in undergraduate education, their perception of their institutions' objectives, their professional activities, ethnic background, and other demographic information. Findings include the following: most of the respondents were black; there were considerably more male than female respondents; most of the respondents were full-time faculty who held doctorates; the principal activity for most of the respondents was teaching; slightly more than half of all the respondents had published at least one article; respondents indicated that instilling the ability to think clearly was their most important personal teaching goal; respondents perceived preparing students for employment after college as the most important institutional goal, while research was perceived as the least important institutional goal. Appendices include: a list of institutions represented by faculty respondents; the study questionnaire; and results of 14 surveys of predominantly black institutions. (SW)

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# TEACHING FACULTY IN BLACK COLLEGES AND UNIVERSITIES

## A Survey of Selected Social Science Disciplines, 1977-1978

James E. Newby

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To the entire Newby
family--especially
my wife, Pat

and to teachers who have
inspired us all--particu-
larly those who through
their contribution to
this study continue to
serve as an inspiration.

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## FOREWORD

Scholarship on higher education in the past decade has reflected a burgeoning massive survey research enterprise to fathom the domains of the professoriate. Yet many of these studies seek to be color-blind, and the result of most is that they have been myopic or simply blind: dulled to the cultural and educational centrality of the faculty in predominantly black higher education institutions.

James Newby has now completed a new national survey, and his research provides a new scholarly vision of this critical segment of the higher education community. This monograph provides a strong descriptive assessment of the period following EEO legislative impact on the nation's higher education system. It documents the current state of the professoriate in predominantly black institutions, with particular reference to the social science faculty.

A picture of the vitality, dedication, and importance of this segment of the American educational system emerges from this assessment. It speaks to us all--members of Congress and legislators, educators and administrators, students and scholars--to work for continuing and expanding the important national mission of predomi-

nantly black institutions as full partners in the higher education enterprise as it impacts on our future generations of world citizens.

1982

Virginia Polytechnic Institute
and State University
Blacksburg, Virginia

ALAN E. BAYER

## PREFACE

This book evolved from data generated by a survey of faculty in selected social science disciplines in predominantly black colleges and universities. The survey, initiated with "seed money" from the Howard University-Sponsored Faculty Research Program (Grant No. OA-SRP 827), was intended to determine whether, within selected social science disciplines, "client-centered" undergraduate teaching goals dealing with social usefulness and personal character are valued in American black colleges and universities more than "professional centered" undergraduate teaching goals dealing with erudition and higher scholarly achievement (Newby 1982).

More specifically, the survey was designed to ascertain whether Liebert and Bayer's findings (1975) concerning teaching goals in a sample of the nation's colleges and universities could be applied to black colleges and universities. Portions of my findings from that analysis were presented at the American Sociological Association annual meeting in August 1980. The final report, which focused on goals in teaching undergraduates, is published elsewhere (Newby 1982).

The present volume offers some of the more general findings of the survey. This book can be a valuable resource to the many individuals and organizations interested in the status, composition, activities, and objectives of selected social science faculty in predominantly black four-year colleges and universities. The information can also be used to identify relevant concerns and effect positive changes within the institutions.

At the same time, the usefulness of this research lies as much in the kinds of questions it raises as in the partial answers it provides. Thus there is a need for comprehensive studies--particularly continuing, quantitative studies--of faculty and staff in all predominantly black colleges and universities. Such impartial research could serve the total educational community, especially since little research of this nature has been done recently.

The first of this book's four chapters presents a general introduction, discussing selected major surveys of predominantly black colleges and universities. Chapter 2 explains the research methodology. Chapter 3 presents the results of the study in narrative and tabular form. Chapter 4 summarizes the survey's major findings and offers recommendations. Lists of partic-

ipating and nonparticipating institutions, along with the faculty questionnaire and cover letters, are included in the appendixes, which also contain a comparison of selected surveys of predominantly black colleges and universities.

JAMES E. NEWBY

## ACKNOWLEDGMENTS

Many individuals helped bring this project to fruition. First I wish to acknowledge the students who helped with various phases of the project. Sherrilyn Mitchell helped assemble the institution and faculty rosters, prepare the questionnaire and collect data. Veronica James worked on questionnaire and code preparation. Sanza Clark provided mailing assistance. Karen Wilson and Daryl Mitchell edited and coded data, and Doyle Hinkson coded and processed data. Allair Sullivan and Shirley McCall rendered invaluable help in data analysis and preparation of the final report.

Second, very special thanks go to Earle H. West for his valuable comments on the draft proposal and to Charles Moore for his computer programming assistance, and to Howard University's Office of the Vice President for Academic Affairs, which provided seed money to initiate this project.

I especially wish to thank the respondents for their cooperation.

Debra Holmes, who typed drafts, and Denise Thompkins, who typed the final copy, provided invaluable typing assistance. However, the responsibility for the final work is mine, and I alone should be held responsible for any errors or inaccuracies.

The faculty is perhaps the most important single factor in determining the quality of the educational process in a college. Other elements are important, but the training, the educational point of view, and the scholarly and professional activity of faculty members influence greatly the excellence of the educational program.

Ambrose Caliver
Higher Education of Negroes

# CHAPTER I

## INTRODUCTION

Since the early 1900s, surveys have been conducted to determine the composition, character, status, and trends of black colleges and universities. The teaching faculty in these institutions has been among the investigators' primary concerns. Williams (1913) examined twenty-two black universities[1] in ten southern states and the District of Columbia and found that the number of "well-trained teachers" was increasing and that the faculty was predominantly black. Of the 461 teachers, black teachers outnumbered white teachers (260 to 201). Black male teachers outnumbered white male teachers (160 to 74), but white female teachers outnumbered black female teachers (127 to 100).

A few years after Williams's survey, the United States Office of Education, in collaboration with the Phelps-Stokes Fund, used questionnaires and personal interviews to determine the status of public, private, and church-affiliated black schools in northern and southern states. The three-year investigation, under the direction of Thomas Jesse Jones, revealed that of the more than 650 schools for blacks only, about 33 offered subjects on the college level (Jones 1917, pp.

59-60). The survey pointed out the strategic position of teachers in efforts to improve the masses, a concern the fund expressed in other reports (Jones 1920; Phelps-Stokes Fund 1931; Stokes 1948). According to Eells (1935), the Jones report (1917) was one of the two most influential reports on higher education in the United States. It greatly altered education for Afro-Americans.

A few years later, Williams (1922), field director of the John F. Slater Fund, reported on fifteen black colleges and eighteen black universities located in eleven southern states, four northern states, and the District of Columbia. He found that the number of teachers, particularly black teachers, had increased since his survey in 1913. The number of black female teachers had surpassed the number of white female teachers, who also had lost ground to white male teachers but continued to outnumber them. There were 399 black male teachers, 316 black females, 140 white females, and 129 white males (ibid., p. 17). The number of black college and university presidents had also increased.

Fewer than half of the teaching force (475) held degrees, and only 131 of those teachers had earned more than a bachelor's degree; 113 had earned a master's degree; and 18 had earned a doctorate (ibid., p. 18).

During the same decade, the United States Office of Education published an extensive study of seventy-nine black colleges and universities located in nineteen states and the District of Columbia. The 1929 study included recommendations for future development. The institutions were divided into four groups according to who controlled the institution: northern church boards, black denominational organizations, private and independent boards, and public boards.

The investigation, under the direction of Arthur J. Klein, revealed that these institutions' aims varied greatly and that black colleges' objectives had undergone marked changes since the first institutions were established. The study also revealed 1,046 full-time or part-time teachers of college classes in seventy-seven of the seventy-nine institutions. The small number of teachers teaching college full time prompted Klein to state: "It is evident that one of the most important problems facing Negro college administrators is to find a large number of college teachers who can devote their full time to college work, particularly in the regular four-year colleges" (Klein 1929, p. 38).

Only a few teachers had earned advanced degrees. Of the 1,046 college teachers, 139 (13 percent) had not earned a bachelor's degree, and a "considerable number of

teachers" (84 percent) had earned only the bachelor's. The highest percentage of graduate degrees was found in the institutions under private control, while the lowest proportion was found in the institutions under public control (e.g., land-grant colleges).

The findings also revealed that the teachers were not designated by rank, as was the usual practice; that the primary activity was classroom teaching; that the teaching load varied among the schools; and that the institutions employed their teachers for a relatively short period, resulting in a "rapid turnover of staff" (ibid., pp. 40-43). This report had more impact on higher education for black Americans than previous reports, including the 1917 Jones study (Eells 1935).

In 1930, the United States Office of Education published its survey of seventeen land-grant colleges and universities located in fifteen southern states, Delaware, and West Virginia. The findings revealed that 26 percent of the 380 full-time teachers had earned graduate degrees, 61 percent had earned bachelor's degrees, and 13 percent had not earned degrees (Survey of Land-Grant Colleges 1930, pp. 865-884). Teachers in the social sciences were found to be more highly trained than those in other subject groups. The report recommended that only teachers with at least a master's degree

be employed (ibid., p. 888).

Of the 380 full-time teachers in the seventeen land-grant colleges and universities, 52 were deans (14 percent), 143 were full professors (38 percent), 35 were assistant professors (8 percent), and 120 were instructors (31 percent). Two institutions had not established ranks beyond instructor (ibid., pp. 865-867).

At the request of the Association of Colleges and Secondary Schools for Blacks, and with endorsement by many presidents of black land-grant colleges, the United States Congress in 1939 charged the United States Office of Education with conducting a study of higher education for black Americans. Data gathered through questionnaires and personal visits to a sample (25) of the more than eighty public and private four-year colleges located in sixteen states and the District of Columbia revealed that the faculties studied compared favorably with those of the North Central Association of Colleges and Secondary Schools (nonblack institutions) in the proportion of master's degrees, but compared unfavorably in the proportion of doctoral degrees. The proportion of faculty members with earned doctoral degrees ranged from 0 percent in ten institutions to 49.38 percent in one institution. The median percentage of faculty

members with earned doctorates was 6.94 (Blauch and Jenkins 1943, pp. 14-15). The highest percentages of teachers with earned doctoral degrees were in the fields of biological science (32.6 percent), physical science (22.2 percent), education (17.7 percent), and social sciences (17.5 percent). In other investigations teachers in the social sciences were found to be more highly trained than those in other subject fields (Survey of Land-Grant Colleges 1930; McGrath 1963).

Males constituted more than two-thirds of the faculty members, and faculty members were estimated to be about ten years younger than those in American higher education as a whole (Blauch and Jenkins 1943, p. 19). Average employment ranged from four years in one institution to 14.5 years in another (ibid., p. 18). Of the twenty-five institutions, only six had white faculty members, one of those institutions had a predominantly white faculty. In addition, four of the institutions had a white president (ibid., p. 21). The survey also revealed that although faculty members were unranked in five institutions, there were more full professors than associate professors and slightly more associate professors than assistant professors (ibid., p. 25). In summarizing the report, Caliver (1943, p.

26) stated that the faculty is perhaps the most important single factor in determining the quality of education, and that while progress had been made in recent years toward improving the education of faculty members in predominantly black colleges and universities, their training in general remained at a very low level.

During the following decade, Himes published a report on his survey of sociology teachers (1951). He identified 101 black collegiate institutions, not including professional and technical institutions, located in nineteen states and the District of Columbia. Fifty-six (55 percent) of the 101 institutions responded; they were found to employ 140 black and white teachers of sociology.

Nearly two-thirds (65 percent) of the 140 teachers held a master's degree, nearly one-third (31.4 percent) held a doctoral degree, and four (3 percent) had only a bachelor's degree (Himes 1951, p. 303). Data on 133 of the 140 teachers showed that 60 (45 percent) were teaching sociology full time, 23 (17 percent) were dividing their time between teaching sociology and conducting research, and 50 (38 percent) were splitting their time between sociology and other nonresearch academic responsibilities (Himes 1951, p. 304).

A large percentage of the teachers were at the top rung of the academic ladder. Data on 133 of the 140 teachers revealed that 44 (33 percent) of them were full professors, 20 (15 percent) were associate professors, 19 (14 percent) were assistant professors, 32 (24 percent) were instructors, and 18 (14 percent) were unranked (ibid., p. 303). Although the teachers' rank correlated with the amount of professional training they had, Himes noted that reports on rank should be viewed with caution. He stated: "It is probable that in some instances titles of academic rank are used as titles of honor, and in other cases the teachers seem to report the ranks they would like to believe they occupy" (ibid., p. 304). He concluded that the sociology teachers were not as competent as the data might suggest.

In the 1960s, several investigators (McGrath 1965; Huyck 1966; Kirk 1969) devoted attention to the teaching faculty in predominantly black colleges. McGrath (1965) identified 123 four-year and two-year black institutions of higher learning, 83 of which he characterized as "essentially teaching institutions" with predominantly black faculties (ibid., p. 108). In some institutions however, the non-black faculty was as high as 40 or 50 percent of the total.[2]

Nearly one-third (30 percent) of the faculty in predominantly black colleges and universities had earned doctoral degrees, compared with 50 percent in the nation's colleges and universities. However, the percentage of faculty with doctorates in the black colleges was slightly higher among teachers of social science (36.5 percent) and education (37.2 percent) (ibid., p. 117-118). Nonetheless, McGrath, like Himes (1951), cautioned against using a doctoral degree as an indication of faculty competence. McGrath (1965, p. 110), found the most serious problem confronting predominantly black institutions of higher learning to be "the inability to seek, obtain, reward and retain faculty members rich and growing in scholarship." McGrath concluded that "anyone who sincerely wants to understand the condition and potential of the nation's 123 predominantly Negro colleges and universities must recognize the basic fact that they vary as widely in quality and in character as the other institutions which constitute the American higher education enterprise" (ibid., p. 156).

Although black colleges and universities varied in character and quality as widely as white institutions did, Huyck (1966) found, in his comparison of faculty in predominantly black and predominantly white colleges

and universities, that faculty in black institutions compared unfavorably with faculty in white institutions. In the black institutions more faculty members --53 percent, compared with 41 percent in white institutions--were teaching freshmen and sophomores. Only 5 percent of the faculty in black institutions was primarily involved with teaching graduate students, compared with 19 percent in predominantly white institutions (ibid., p. 383).

In addition, in the black institutions, more faculty members were teaching education, English, home economics, and physical education; in white institutions, the higher concentrations were in the physical sciences, engineering, mathematics, and biological sciences (ibid., p. 381). This difference appears to be related to the composition and professional preparation of the faculties. Huyck reported that in 1962-63, black colleges and universities had (1) twice the proportion of female faculty members (35 percent) that their white counterparts had, (2) more nonwhite faculty members, (3) more older faculty members (25 percent of the black institutions' faculty members were in their fifties, compared with 19 percent of the white institutions'), and (4) fewer faculty members with earned doctoral degrees (ibid., p. 386). For example, 28 percent

of the faculty in black institutions held the Doctor of Philosophy, Doctor of Education, or equivalent degree compared with 51 percent of those in white institutions (ibid., p. 385). Moreover, in the black institutions, most of the doctoral degrees were earned in the field of education.

The small number of doctoral degrees was even more evident among the 342 health and physical education faculty members in 51 predominantly black colleges and universities analyzed by Kirk (1969). He found 54 doctorates--slightly more than an average of one per school. Master's degrees were held by 328 faculty members and bachelor's degrees, by all 342 (ibid., p. 84). Faculty research and publications were almost nil. Kirk concluded that "the posture of the health and physical education faculty in most predominantly Negro colleges is questionable but shows every sign of improving" (ibid., p. 86).

In the following decade, Bowles and DeCosta (1971), drawing upon existing data, provided a profile of the historically black colleges and universities. Supported by the Carnegie Commission on Higher Education, they described and analyzed the origin and development of the more than 100 historically black colleges and universities. The public and private colleges were

separately compared with historically white public and private colleges on five measures of educational availability or attainment, including doctorates held by the faculty. In the historically black public colleges, the percentage of doctorates was 25.7, compared with 28.3 percent in the historically white public colleges; in the private colleges, the figures were 31.6 and 43.0 percent, respectively (ibid., pp. 141-152).

Regarding the measures of educational availability or attainment, they found more similarities than differences between similar black and white colleges (ibid., p. 147). They stated: "We have adopted the thesis that many of the observed differences between historically Negro colleges and historically white colleges are more a function of size and financial support than they are a function of race" (ibid., p. 144).

A few years later, Young (1974) surveyed black scientists in the United States and found about 1,000 with doctorates, excluding physicians and dentists. About 60 percent of all the black scientists holding doctoral degrees were teaching at predominantly black colleges and universities; 29 percent were at other academic institutions; and 11 percent were employed in government, industry, and other nonacademic communities (ibid., p. 781). The positions of those in

academic institutions ranged from assistant professor to president of a college. Of all the black scientists, nearly nine out of ten (89 percent) were male, and 11 percent were female. Ages ranged from twenty-eight to seventy-four, with an average age of forty-nine (ibid., p. 781).

More recently Kirschner (1979) surveyed 41 private four-year predominantly black colleges and universities. All the institutions were members of the United Negro College Fund (UNCF). Of the 3,068 faculty members in those institutions, approximately 65 percent were black, and approximately 35 percent were nonblack (ibid., p. 10). Doctoral degrees were held by 40.2 percent. In eight of the 41 institutions, 50 percent or more of the faculty members had doctorates (ibid., p. 10).

Although teaching faculties were examined in all of the foregoing surveys, the procedures and the number of faculty members--as well as the number and types of institutions--varied from study to study (see Appendix E). Consequently, findings and conclusions also often varied. Despite the variations among the studies, the researchers consistently found that the status of teaching faculties in predominantly black institutions of higher learning warranted concern. In addition to the many surveys dealing with teaching faculties, researchers

have also surveyed black college and university librarians (Totten 1971) and presidents of black colleges and universities (Willie and MacLeish 1978). Although the present study is restricted to selected social science faculties in four-year colleges and universities, it presents an empirical description of teachers in predominantly black four-year colleges and universities.

## CHAPTER 2

## RESEARCH METHODOLOGY

The research for this survey entailed compiling a list of ninety-six[3] predominantly black four-year colleges and universities (Federal Agencies and Black Colleges 1973; Goodwin 1974) and their addresses (Education Directory 1975-76). To obtain names of faculty in five social science disciplines--education, sociology, political science, economics, and psychology --in late September 1977 we sent a letter to the respective chairmen of each department. A follow-up request was sent in mid-November 1977. By late January 1978, one or more departments in seventy-nine institutions had responded; a second follow-up letter was sent to departments and institutions that had not responded.

Before the third follow-up letters were mailed (in early March 1978), names of faculty in all five disciplines had been received from forty-one institutions, and names of faculty in one or more of the five disciplines had been received from forty-two schools. A fourth set of letters were mailed in mid-April 1978. The third and fourth follow-up letters elicited fuller responses from the forty-two institutions that had provided partial responses at an earlier stage.

Both the third and fourth follow-up letters were sent to institutions' designated chief administrators (e.g., academic deans, vice-presidents of academic affairs, etc.).[4] The fourth letter acknowledged responses that had been received and requested faculty rosters for departments that had not responded.

Of the ninety-six institutions listed, Samford University in Alabama, Union Theological Seminary in Virginia, and Warren Wilson College in North Carolina--reported to be predominantly black (Goodwin 1974, p. 43)--were historically and predominantly white institutions. Faculty rosters for Alcorn College and Edward Waters College were misplaced. For unknown reasons, five institutions did not reply (see Appendix B), and some others sent no more than six faculty names (e.g., Rust College sent 4; Voorhees College, 4; Wiley College, 5; and Mississippi Industrial College, 6).

After compiling the mailing list, we mailed a questionnaire of seventeen forced-choice items derived from the 1972-73 American Council on Education (ACE) questionnaire (see Appendix D) along with a cover letter (see Appendix C), to 1,000 faculty members, in mid-April 1978. Another mailing went out a week later, followed by a third mailing. By mid-June 1978, initial questionnaires had been mailed to a total of 2,906 faculty members.

The precoded, four-page questionnaire--printed on two sheets of gold paper--sought information on a number of variables aimed at describing the demographic and educational background, major responsibilities and professional activities, and personal teaching goals and perceived institutional goals of predominantly black college and university faculties.

More specifically, the survey was intended to determine whether, within selected social science disciplines, "client-centered" undergraduate teaching goals dealing with social usefulness and personal character are valued in American black colleges and universities more than "professional-centered" undergraduate teaching goals dealing with erudition and higher scholarly achievement.

In one item, faculty members were asked, "How important is each of the following as: (a) your personal goal or aim in your teaching of undergraduate students, and (b) your institution's goal in undergraduate education?" Subjects were given the option of answering each as "essential," "very important," "somewhat important," or "not important or irrelevant." Two sets of responses were provided, one for personal "teaching goals" and the other for "institutional goals," along with a list of goal statements.

By late August, 903 questionnaires had been returned. An additional 105 questionnaires were received before the late September mailing, when follow-up questionnaires and cover letters were mailed to 1,898 nonrespondents. In mid-October 1978, we started mailing reminder letters to nonrespondents; we stopped doing so when we determined that including another questionnaire would be more productive. Consequently, a second follow-up questionnaire and cover letter were sent to 1,358 nonrespondents in mid-November 1978. Business-reply envelopes were included in both follow-up questionnaire mailings. In early December 1978, Christmas card reminders were mailed to 1,225 nonrespondents.

Of the questionnaires returned, 1,800 were keypunched so that statistics could be computed. The others were not, for reasons such as mutilation, or completion by nonfaculty members (e.g., secretaries, university-school teachers). In addition to Warren Wilson, which was never a predominantly black institution, West Virginia State College, Bluefield State College, and Lincoln University in Missouri, are now predominantly white colleges; therefore, the responses from faculty in those institutions were not included in the analysis. Also, the Shreveport-Bossier campus of Southern University does not offer a four-year

program. Consequently, the number of institutions represented in this study is eighty-two, located in nineteen states and the District of Columbia. Most of the institutions are located in southern states. The number of usable responses is 1,742 (60 percent).

Code assignments were transferred to code sheets. Coding, keypunching and transcription operations were controlled through verification processes--computer and clerical editing of the data. A zero was entered when no answer was given. When a "clean" file had been produced, the survey data were stored on magnetic tape. Subsequently, frequency counts and cross-tabulations were obtained to analyze the responses. The Statistical Package for the Social Sciences (SPSS) at the Howard University Computer Center was used in the data processing.

Of the respondents, 1,168 reported their most advanced degree in one of the five selected social science disciplines: 96 of the degrees (8 percent) were in economics, 622 (53 percent) were in education, 127 (11 percent) were in political science, 192 (17 percent) were in psychology, and 131 (11 percent) were in sociology. Data from the survey were analyzed separately for each of the five groups by computing percentages of responses for each item and by computing a cross-tabulation among disciplines.

## CHAPTER 3

## OVERVIEW OF FINDINGS

### Demographic Background

Ethnicity. More than 63 percent of the total number of respondents described themselves as black, Negro, or Afro-American. Nearly three in ten (27.5 percent) indicated that they would describe themselves as white or Caucasian. Table 1 shows that none of the respondents described themselves as Puerto Rican-Americans. Only one person reported being a Mexican-American. Excluding the "Other" category (3.6 percent), Orientals constitute the largest nonblack minority group, with 3.3 percent of the respondents indicating that this term would best describe them.

Table 1 shows that education has the highest proportion (73.5 percent) of black faculty, followed by sociology with the next-highest proportion (54.2 percent)--a difference of nearly 20 percent. Economist are the only group with a black faculty of less than 50 percent (46.9 percent). Other than educators, economists, followed closely by sociologists, constitute the smallest proportion of respondents (30.2 percent and 30.5 percent, respectively) who described themselves as white or Caucasian. On the other hand,

TABLE 1

ETHNICITY BY DISCIPLINE: 1977-1978 ACADEMIC YEAR
(In Percentages)

| Ethnicity | Discipline | | | | | |
|---|---|---|---|---|---|---|
| | Psychology | Economics | Political Science | Sociology | Education | Combined Faculty |
| Black | 51.0 | 46.9 | 51.2 | 54.2 | 73.5 | 63.0 |
| White | 39.6 | 30.2 | 34.6 | 30.5 | 21.2 | 27.5 |
| American Indian | 1.0 | 0.0 | 0.0 | 1.5 | 0.5 | 0.6 |
| Oriental | 2.1 | 12.5 | 7.1 | 3.1 | 1.4 | 3.3 |
| Mexican-American | 0.0 | 0.0 | 0.0 | 0.0 | 0.2 | 0.1 |
| Puerto Rican-American | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Other | 3.6 | 8.3 | 6.3 | 7.6 | 1.8 | 3.8 |
| No response | 2.6 | 2.1 | 0.8 | 3.1 | 1.4 | 1.8 |

Note: Percentages may not total 100 percent due to rounding error.

economist comprise the largest percentage of Orientals (12.5 percent), followed by political scientists (7.1 percent), sociologists (3.1 percent), psychologists (2.1 percent), and educators (1.4 percent). The one Mexican-American respondent is an educator.

Sex. Slightly more than six out of ten respondents (60.1 percent) are male, and nearly four out of ten (39.3 percent) are female, as shown in table 2. The social science disciplines with the largest percentage of males are economics (93.8 percent), political science (80.3 percent), sociology (62.6 percent), and psychology (60.9 percent). In education, the ratio of males to females is nearly one to one: 50.0 percent and 49.2 percent, respectively.

Age. Table 3 shows which of the nine age categories are most representive of the respondents, who ranged in age from younger than twenty-four to older than fifty-nine. Overall, the largest proportion (17.8 percent) of the respondents were thirty-five to thirty-nine years old at the time they were surveyed. Most of the respondents in this category are political scientists and economists: 29.1 percent and 25.0 percent respectively. Most of the thirty-to-thirty-four-year-old respondents (the youngest group) are psychologists and sociologists: 25.5 percent and 23.7 percent,

TABLE 2

SEX BY DISCIPLINE: 1977-1978 ACADEMIC YEAR
(In Percentages)

| Sex | Discipline | | | | | |
|---|---|---|---|---|---|---|
| | Psychology | Economics | Political Science | Sociology | Education | Combined Faculty |
| Male | 60.9 | 93.8 | 80.3 | 62.6 | 50.0 | 60.1 |
| Female | 39.1 | 6.3 | 19.7 | 35.9 | 49.2 | 39.3 |
| No response | 0.0 | 0.0 | 0.0 | 1.5 | 0.8 | 0.6 |

Note: Percentages may not total 100 percent due to rounding error.

TABLE 3

AGE BY DISCIPLINE: 1977-1978 ACADEMIC YEAR
(In Percentages)

| Age | Discipline | | | | | |
|---|---|---|---|---|---|---|
| | Psychology | Economics | Political Science | Sociology | Education | Combined Faculty |
| 24 or below | 0.5 | 0.0 | 0.8 | 0.8 | 0.0 | 0.3 |
| 25-29 years | 10.4 | 8.3 | 10.2 | 9.2 | 5.8 | 7.6 |
| 30-34 years | 25.5 | 18.8 | 15.0 | 23.7 | 11.3 | 16.0 |
| 35-39 years | 18.8 | 25.0 | 29.1 | 16.8 | 14.3 | 17.8 |
| 40-44 years | 14.1 | 18.8 | 12.6 | 17.6 | 13.3 | 14.3 |
| 45-49 years | 9.9 | 14.6 | 14.2 | 5.3 | 16.9 | 14.0 |
| 50-54 years | 8.3 | 6.3 | 8.7 | 8.4 | 13.7 | 11.0 |
| 55-59 years | 6.8 | 2.1 | 3.9 | 6.9 | 12.2 | 9.0 |
| Above 59 yrs. | 4.7 | 5.2 | 4.7 | 9.2 | 11.1 | 8.6 |
| No response | 1.0 | 1.0 | 0.8 | 2.3 | 1.4 | 1.4 |

Note: Percentages may not total 100 percent due to rounding error.

respectively. Educators are distributed more equally among age categories, with the highest proportion of them (16.9 percent) forty-five to forty-nine years old when surveyed. Educators are relatively older than the other social scientists surveyed: more than 11 percent said they were older than fifty-nine.

Most Advanced Degree Earned. The majority of respondents (60.3 percent) said a doctorate was their most advanced degree (see table 4). Of those in psychology, however, slightly more than three-fourths (75.5 percent) gave that response. Sixty-three percent of the political scientists listed a doctorate as their most advanced degree, followed by educators (57.1 percent), sociologists (55.7 percent), and economists (53.1 percent). Of the educators, 30.1 percent had earned a doctor of education degree and 27.0 percent, a doctor of philosophy degree. Slightly fewer than one-third of the respondents (32.2 percent) listed a master's as their most advanced degree.

Current Position and Major Responsibility

Employment Status. Nearly all the respondents said they were employed full time (96.0 percent). Ninety-nine percent of the economists reported working full time. Table 5 shows that political scientists

TABLE 4

HIGHEST DEGREE EARNED BY DISCIPLINE: 1977-1978 ACADEMIC YEAR
(In Percentages)

| Most Advanced Degree Earned | Discipline | | | | | |
|---|---|---|---|---|---|---|
| | Psychology | Economics | Political Science | Sociology | Education | Combined Faculty |
| Bachelor's | .5 | 2.1 | .8 | 2.3 | 1.3 | 1.3 |
| Master's | 19.8 | 35.4 | 26.0 | 35.1 | 36.2 | 32.2 |
| Doctorate | 75.5 | 53.1 | 63.0 | 55.7 | 57.1 | 60.3 |

Note: Percentages may not total 100 percent due to rounding error. Only the bachelor's, master's and doctoral degrees were reported since the frequencies and percentages of other categories were negligible.

TABLE 5

EMPLOYMENT STATUS BY DISCIPLINE: 1977-1978 ACADEMIC YEAR
(In Percentages)

| Employment Status | Discipline | | | | | |
|---|---|---|---|---|---|---|
| | Psychology | Economics | Political Science | Sociology | Education | Combined Faculty |
| Full-time | 95.3 | 99.0 | 94.5 | 96.2 | 96.0 | 96.0 |
| Part-time | 4.6 | 1.0 | 5.5 | 3.8 | 4.1 | 4.0 |

Note: Percentages may not total 100 percent due to rounding error.

constitute the highest proportion of respondents with part-time status (5.5 percent), followed by psychologists (4.6 percent), educators (4.1 percent), sociologists (3.8 percent), and economists (1.0 percent).

Employment Period. Table 6 summarizes the respondents' period of employment at their institutions. Most faculty indicated having been employed at their institutions for relatively short periods. Nearly half of all resondents (48.5 percent) said they had been employed at their institutions for less than seven years; nearly two-thirds (66.0 percent), for less than ten years. Educators make up the highest percentage of faculty employed at their institutions for ten or more years. On the other hand, employed at their institutions for one year or less were 16 percent of the sociologists--the highest percentage of such persons. Overall, the four-to-six-year employment period represented the largest category (20.3 percent) of all respondents.

There is a marked difference between the percentages of social scientists who indicated having been employed at their institutions for more than ten to fourteen years (16.3 percent) and for fifteen to nineteen years (6.3 percent)--a 10 percent decrease. Furthermore, the percentages of respondents in each

TABLE 6

EMPLOYMENT PERIOD BY DISCIPLINE: 1977-1978 ACADEMIC YEAR
(In Percentages)

| Employment Period | Discipline | | | | | |
|---|---|---|---|---|---|---|
| | Psychology | Economics | Political Science | Sociology | Education | Combined Faculty |
| 1 yr. or less | 10.9 | 5.2 | 9.4 | 16.0 | 8.4 | 9.5 |
| 2-3 years | 27.1 | 22.9 | 18.9 | 22.1 | 14.6 | 18.7 |
| 4-6 years | 17.7 | 27.1 | 23.6 | 18.3 | 19.8 | 20.3 |
| 7-9 years | 16.7 | 20.8 | 14.2 | 16.8 | 18.0 | 17.5 |
| 10-14 years | 14.1 | 15.6 | 18.9 | 12.2 | 17.4 | 16.3 |
| 15-19 years | 5.2 | 2.1 | 5.5 | 6.1 | 7.6 | 6.3 |
| 20-29 years | 3.1 | 3.1 | 3.9 | 3.1 | 6.9 | 5.2 |
| 30 yrs. or more | 2.6 | 1.0 | 2.4 | 2.3 | 1.9 | 2.1 |
| No response | 2.6 | 2.1 | 3.1 | 3.1 | 5.5 | 4.2 |

Note: Percentages may not total 100 percent due to rounding error.

employment period category continue to decrease as the number of years increases.

Principal Activity. Responding to the question, "What is the principal activity of your current position?," more than three-fourths of the surveyed faculty (78.7 percent) indicated teaching (see table 7). Political scientists have the highest proportion who indicated teaching (91.3 percent); educators, the lowest proportion (71.5 percent). Conversely, educators have the highest percentage of those who listed administration as their principal activity (23.6 percent), nearly twice the next highest proportion in that category, psychologists (12.0 percent). Political scientists have the lowest percentage (8.7 percent). None of the political scientists or economists listed research as a principal activity, and only 4.6 percent of the sociologists--the highest proportion--did so.

Publications. When asked, "How many published books, manuals, or monographs have you written or edited, alone or in collaboration?," more than 40 percent of the respondents as a whole reported at least one. Slightly more than 50 percent of the sociologists reported they had written or edited a book, manual, or monograph; so did 43.4 percent of

TABLE 7

PRINCIPAL ACTIVITIES BY DISCIPLINE: 1977-1978 ACADEMIC YEAR
(In Percentages)

| Principal Activity | Discipline | | | | | |
|---|---|---|---|---|---|---|
| | Psychology | Economics | Political Science | Sociology | Education | Combined Faculty |
| Administration | 12.0 | 10.4 | 8.7 | 9.2 | 23.6 | 17.4 |
| Teaching | 83.3 | 89.6 | 91.3 | 85.5 | 71.5 | 78.7 |
| Research | 1.6 | 0.0 | 0.0 | 4.6 | 0.6 | 1.1 |
| Other | 2.6 | 0.0 | 0.0 | 0.0 | 3.2 | 2.1 |
| No response | 0.5 | 0.0 | 0.0 | 0.8 | 1.0 | 0.7 |

Note: Percentages may not total 100 percent due to rounding error.

the political scientists; 42.7 percent of the economists; 39.6 percent of the educators; and 32.8 percent of the psychologists.

Of those who had published a book, the highest percentage indicated they had published only one or two books (see table 8). The group of psychologists show the smallest percentage of respondents (32.8 percent) who had written a book, but the largest percentage of those who had published an article (66.7 percent).

When asked, "How many articles have you published in academic or professional journals?," the respondents collectively reported that slightly more than one-fourth of them (25.4 percent) wrote one or two articles; 12.9 percent, three or four articles; 7.9 percent, five to ten articles; and 6.1 percent, 11 to 20 articles (see table 8).

Type of Research. Table 9 shows how respondents characterized their recent scholarship, research, or creative writing. The highest percentage of respondents who characterized their research as pure or basic is among sociologists (55.7 percent), followed by psychologists (44.3 percent), political scientists (33.9 percent), economists (29.2 percent), and educators (19.6 percent). On the other hand, the highest

TABLE 8

PUBLICATIONS BY DISCIPLINE: 1977-1978 ACADEMIC YEAR
(In Percentages)

| Publications | Discipline | | | | | |
|---|---|---|---|---|---|---|
| | Psychology | Economics | Political Science | Sociology | Education | Combined Faculty |
| Books, Manuals and Monographs | | | | | | |
| None | 62.5 | 52.1 | 52.0 | 46.6 | 52.9 | 53.6 |
| 1-2 | 23.4 | 31.3 | 27.6 | 36.6 | 27.0 | 27.9 |
| 3-4 | 5.2 | 7.3 | 8.7 | 8.4 | 8.0 | 7.6 |
| 5-10 | 2.1 | 3.1 | 5.5 | 3.1 | 3.2 | 3.3 |
| More than 10 | 2.1 | 1.0 | 1.6 | 2.3 | 1.4 | 1.6 |
| No response | 4.7 | 5.2 | 4.7 | 3.1 | 7.4 | 6.0 |
| Articles | | | | | | |
| None | 29.7 | 47.9 | 40.2 | 37.4 | 45.7 | 41.7 |
| 1-2 | 30.2 | 17.7 | 29.1 | 26.7 | 24.1 | 25.4 |
| 3-4 | 14.6 | 19.8 | 10.2 | 13.0 | 11.9 | 12.9 |
| 5-10 | 12.5 | 6.3 | 9.4 | 9.2 | 6.1 | 7.9 |
| 11-20 | 9.4 | 3.1 | 6.3 | 8.4 | 5.0 | 6.1 |
| No response | 3.6 | 5.2 | 4.7 | 5.3 | 7.2 | 6.0 |

Note: Percentages may not total 100 percent due to rounding error.

TABLE 9

TYPE OF RESEARCH BY DISCIPLINE: 1977-1978 ACADEMIC YEAR
(In Percentages)

| Type of Research | Discipline | | | | | |
|---|---|---|---|---|---|---|
| | Psychology | Economics | Political Science | Sociology | Education | Combined Faculty |
| Pure or basic | 44.3 | 29.2 | 33.9 | 55.7 | 19.6 | 30.1 |
| Applied | 58.3 | 56.3 | 24.4 | 47.3 | 41.2 | 44.1 |
| Policy-oriented | 13.0 | 36.5 | 46.5 | 32.1 | 17.8 | 23.3 |
| Literary/ expressive | 9.4 | 3.1 | 10.2 | 9.2 | 13.7 | 11.2 |
| Other | 1.6 | 5.2 | 4.7 | 3.8 | 8.0 | 5.9 |

Note: These activities may occur simultaneously; therefore, the sum may exceed 100 percent.

percentage of respondents who characterized their research as applied is among psychologists (58.3 percent), followed by economists (56.3 percent), sociologists (47.3 percent), educators (41.2 percent), and political scientists (24.4 percent). The highest percentage who characterized their research as policy-oriented and literary/expressive is among political scientists (46.4 percent) and educators (13.7 percent), respectively. With the exception of political scientists, who mainly described their research as policy-oriented, the highest percentage of the collective respondents characterized their research as applied (44.1 percent).

Rank. The highest percentage of all respondents indicated they were assistant professors (32.1 percent), followed by associate professors (27.1 percent), full professors (24.9 percent), instructors (10.3 percent), and lecturers (2.5 percent). Slightly more than 2 percent said they did not hold rank, and 1 percent reported holding "other" ranks. Although in general, assistant professors outnumbered associate professors, who in turn outnumbered full professors, two groups did not follow that pattern. Among political scientists, associate professors outnumbered assistant professors, and among educators, full professors

outnumbered associate professors (see table 10).

Students Enrolled. Slightly more than 60 percent of the respondents indicated they were teaching between 10 and 100 undergraduates: 19.3 percent were teaching 10 to 25 undergraduates, 20.9 percent were teaching 26 to 49 undergraduates, and 20.0 percent were teaching 50 to 99 undergraduates. More than 16 percent were teaching 100 or more undergraduates. (It should be noted that 18 percent of those surveyed did not respond to this item on the questionnaire.) Table 11 shows that 28.6 percent of the educators were teaching no more than 25 undergraduate students.

Most respondents did not answer the question about the number of graduate students enrolled in their courses. The high percentages of nonresponse (52.6 to 67.9 percent) impede analysis of the data for that variable. Perhaps because most respondents did not teach graduate students, they neglected to mark the appropriate category--"none" (see table 11).

## Personal Teaching Goals and Perception of Institution's Goals

A substantial portion of the data collected related to teaching goals. Faculty in the selected disciplines were asked to respond to this question: "How important is each of the following as: (a) your personal goal or

TABLE 10

RANK BY DISCIPLINE: 1977-1978 ACADEMIC YEAR
(In Percentages)

| Rank | Discipline | | | | | |
|---|---|---|---|---|---|---|
| | Psychology | Economics | Political Science | Sociology | Education | Combined Faculty |
| Do not hold rank | 1.6 | 2.1 | 0.8 | 0.8 | 2.7 | 2.1 |
| Professor | 24.0 | 15.6 | 26.8 | 19.1 | 27.5 | 24.9 |
| Assoc. Prof. | 29.2 | 26.0 | 29.9 | 22.9 | 26.8 | 27.1 |
| Asst. Prof. | 37.0 | 42.7 | 28.3 | 38.2 | 28.5 | 32.1 |
| Lecturer | 1.6 | 4.2 | 0.0 | 3.1 | 2.9 | 2.5 |
| Instructor | 6.8 | 8.3 | 12.6 | 14.5 | 10.3 | 10.3 |
| Other rank | 0.0 | 1.0 | 1.6 | 1.5 | 1.1 | 1.0 |
| No response | 0.0 | 0.0 | 0.0 | 0.0 | 0.2 | 0.1 |

Note: Percentages may not total 100 percent due to rounding error.

TABLE 11

STUDENTS ENROLLED BY DISCIPLINE: 1977-1978 ACADEMIC YEAR
(In Percentages)

| Students Enrolled | Discipline | | | | | |
|---|---|---|---|---|---|---|
| | Psychology | Economics | Political Science | Sociology | Education | Combined Faculty |
| Undergraduates | | | | | | |
| None | 1.0 | 1.0 | 2.4 | 1.5 | 3.4 | 2.5 |
| Under 10 | 1.0 | 1.0 | 2.4 | 5.3 | 3.4 | 2.9 |
| 10-25 | 8.3 | 11.5 | 18.9 | 13.7 | 25.2 | 19.3 |
| 26-49 | 15.6 | 27.1 | 18.9 | 26.0 | 20.9 | 20.9 |
| 50-99 | 28.6 | 30.2 | 29.9 | 17.6 | 14.3 | 20.0 |
| 100 or more | 26.6 | 24.0 | 18.9 | 25.2 | 9.6 | 16.4 |
| No response | 18.8 | 5.2 | 8.7 | 10.7 | 23.2 | 18.0 |

TABLE 11-Continued

| Students Enrolled | Discipline | | | | | |
|---|---|---|---|---|---|---|
| | Psychology | Economics | Political Science | Sociology | Education | Combined Faculty |
| Graduates | | | | | | |
| None | 8.3 | 9.4 | 8.7 | 9.9 | 3.9 | 6.3 |
| Under 10 | 12.0 | 10.4 | 10.2 | 9.2 | 9.0 | 9.8 |
| 10-25 | 16.1 | 8.3 | 9.4 | 8.4 | 16.4 | 14.0 |
| 26-49 | 8.3 | 6.3 | 2.4 | 3.8 | 8.8 | 7.3 |
| 50-99 | 2.6 | 0.0 | 1.6 | 0.8 | 3.9 | 2.7 |
| 100 or more | 0.0 | 0.0 | 0.0 | 0.0 | 0.6 | 0.3 |
| No response | 52.6 | 65.6 | 67.7 | 67.9 | 57.4 | 59.6 |

Note: Percentages may not total 100 percent due to rounding error.

aim in your teaching of undergraduate students, and (b) your institution's goal in undergraduate education?" Respondents were given the option of answering each as "essential," "very important," "somewhat important" or "not important or irrelevant." Two sets of responses were provided, one for personal "teaching goals" and the other for "institutional goals," along with a list of goal statements (see tables, 12, 13, and 14).

Most respondents viewed almost all the goals as very important or essential in their teaching. The highest percentage of the respondents valued development of the ability to think clearly (87.3 percent) and the mastery of knowledge in a discipline (85.9 percent). Each of the selected disciplines also valued those two goals most frequently.

The goal next most frequently valued by the respondents as a whole was increasing students' desire and ability to undertake self-directed learning (83.5 percent).

More than seven out of ten respondents viewed the following goals as very important or essential: to provide the local community with skilled human resources (79.5 percent); to prepare students for employment after college (78.2 percent); to develop students' creative capacities (75.9 percent); to provide tools for the

TABLE 12

PERCENTAGE OF RESPONDING FACULTY ENDORSING TEACHING GOALS AS PERSONAL OBJECTIVES AND AS INSTITUTIONAL OBJECTIVES: 1977-1978 ACADEMIC YEAR

| Goals | | Discipline | | | | | |
|---|---|---|---|---|---|---|---|
| | | Psychology | Economics | Political Science | Sociology | Education | Combined Faculty |
| To master knowledge in a discipline. | My Teaching: | 85.4 | 92.7 | 92.1 | 93.1 | 82.1 | 85.9 |
| | Institution: | 69.7 | 66.7 | 62.2 | 72.6 | 71.2 | 69.8 |
| | (Difference) | 15.7 | 26.0 | 29.9 | 20.5 | 10.9 | 16.1 |
| To convey a basic appreciation of the liberal arts. | My Teaching: | 57.3 | 58.3 | 78.0 | 75.5 | 64.2 | 65.3 |
| | Institution: | 58.3 | 54.2 | 60.6 | 61.8 | 59.3 | 59.2 |
| | (Difference) | - 1.0 | 4.1 | 17.4 | 13.7 | 4.9 | 6.1 |
| To increase the desire and ability to undertake self-directed learning. | My Teaching: | 83.9 | 86.4 | 87.4 | 87.8 | 81.2 | 83.5 |
| | Institution: | 54.7 | 56.2 | 51.9 | 51.9 | 60.4 | 57.3 |
| | (Difference) | 29.2 | 30.2 | 35.5 | 35.9 | 20.8 | 26.2 |
| To develop the ability to think clearly. | My Teaching: | 86.9 | 92.8 | 96.1 | 90.9 | 84.1 | 87.3 |
| | Institution: | 61.4 | 60.5 | 59.0 | 62.6 | 67.4 | 64.3 |
| | (Difference) | 25.5 | 32.3 | 7.1 | 28.3 | 6.7 | 23.0 |
| To develop creative capacities. | My Teaching: | 65.1 | 80.2 | 82.7 | 78.7 | 76.5 | 75.9 |
| | Institution: | 49.5 | 55.2 | 52.0 | 47.3 | 54.8 | 52.8 |
| | (Difference) | 15.6 | 29.0 | 30.7 | 31.4 | 21.7 | 23.1 |
| To develop the ability to pursue research. | My Teaching: | 56.8 | 66.6 | 67.7 | 71.0 | 49.5 | 56.5 |
| | Institution: | 24.0 | 29.2 | 38.6 | 36.6 | 37.0 | 34.3 |
| | (Difference) | 32.8 | 37.4 | 29.1 | 34.4 | 12.5 | 22.2 |
| To prepare students for employment after college. | My Teaching: | 70.3 | 82.3 | 74.1 | 75.5 | 81.5 | 78.2 |
| | Institution: | 74.0 | 67.7 | 69.3 | 73.3 | 73.2 | 72.5 |
| | (Difference) | - 3.7 | 14.6 | 4.8 | 2.2 | 8.3 | 5.7 |
| To prepare students for graduate or advanced education. | My Teaching: | 79.2 | 77.1 | 85.8 | 79.4 | 71.1 | 75.4 |
| | Institution: | 58.3 | 51.1 | 52.8 | 60.4 | 58.5 | 57.5 |
| | (Difference) | 20.9 | 26.0 | 33.0 | 19.0 | 12.6 | 17.9 |

TABLE 12-Continued

| Goals | | Discipline | | | | | |
|---|---|---|---|---|---|---|---|
| | | Psychology | Economics | Political Science | Sociology | Education | Combined Faculty |
| To develop moral character. | My Teaching: | 50.5 | 62.5 | 56.7 | 50.4 | 65.1 | 59.9 |
| | Institution: | 43.3 | 51.0 | 48.8 | 51.9 | 51.0 | 49.6 |
| | (Difference) | 7.2 | 11.5 | 7.9 | - 1.5 | 14.1 | 49.6 |
| To provide for student's emotional development. | My Teaching: | 60.9 | 44.8 | 47.3 | 61.1 | 69.9 | 62.9 |
| | Institution: | 39.1 | 43.8 | 37.8 | 48.1 | 50.2 | 46.2 |
| | (Difference) | 21.8 | 1.0 | 9.5 | 13.0 | 19.7 | 16.7 |
| To achieve deeper levels of student's self-understanding. | My Teaching: | 70.8 | 60.4 | 73.2 | 75.6 | 75.6 | 73.3 |
| | Institution: | 41.1 | 47.9 | 44.9 | 45.8 | 54.9 | 49.9 |
| | (Difference) | 29.7 | 12.5 | 28.3 | 29.8 | 20.7 | 23.4 |
| To develop responsible citizens. | My Teaching: | 60.4 | 66.7 | 77.1 | 69.5 | 76.8 | 72.5 |
| | Institution: | 61.9 | 59.4 | 57.5 | 67.2 | 64.1 | 63.0 |
| | (Difference) | - 1.5 | 7.3 | 19.6 | 2.3 | 12.7 | 9.5 |
| To provide the local community with skilled human resources. | My Teaching: | 76.0 | 76.0 | 84.2 | 81.7 | 79.6 | 79.5 |
| | Institution: | 71.3 | 68.8 | 66.9 | 70.2 | 70.0 | 69.8 |
| | (Difference) | 4.7 | 7.2 | 17.3 | 11.5 | 9.6 | 9.7 |
| To provide tools for the critical evaluation of contemporary society. | My Teaching: | 76.0 | 79.2 | 88.1 | 89.4 | 69.2 | 75.4 |
| | Institution: | 46.9 | 55.3 | 48.8 | 50.4 | 56.8 | 53.4 |
| | (Difference) | 29.1 | 23.9 | 39.3 | 39.0 | 12.4 | 22.0 |
| To prepare students for family living. | My Teaching: | 44.8 | 31.2 | 27.6 | 45.0 | 53.2 | 46.3 |
| | Institution: | 32.3 | 34.4 | 33.0 | 39.7 | 42.6 | 38.9 |
| | (Difference) | 12.5 | - 3.2 | - 5.4 | 5.3 | 10.6 | 7.4 |

Notes: Figures in the body of the table show the percent of faculty indicating that the goal is "very important" or "essential" in their own teaching or at their institution.

The goal statement pertaining to religious beliefs, which appears on the questionnaire, was not included in the analysis.

critical evaluation of contemporary society (75.4 percent); to prepare students for graduate or advanced education (75.4 percent); to achieve deeper levels of students' self-understanding (73.3 percent); and to develop responsible citizens (72.5 percent).

Other goals valued by smaller percentages of the entire group of respondents include conveying a basic appreciation of the liberal arts (65.3 percent); providing for students' emotional development (62.9 percent); developing moral character (59.9 percent); developing students' ability to pursue research (56.5 percent); and preparing students for family living (46.3 percent).

Family living received the least emphasis from all social science groups except educators, more of whom valued it than valued research (53.2 and 49.5 percent, respectively). As table 13 indicates, the range of percentages is smallest for educators (49.5 to 84.1 percent), and largest for political scientists (27.6 to 96.1 percent).

Table 14 shows the rank order of teaching goals valued as institutional objectives by faculty in selected social science disciplines. The respondents chose, as the three goals most important to their institutions: to prepare students for employment

TABLE 13

RANK ORDER OF TEACHING GOALS ENDORSED AS PERSONAL OBJECTIVES BY FACULTY IN SELECTED SOCIAL SCIENCE DISCIPLINES: 1977-1978 ACADEMIC YEAR

| Rank | Discipline | | | | | |
|---|---|---|---|---|---|---|
| | Psychology | Economics | Political Science | Sociology | Education | Combined Faculty |
| 1 | Think (84.9) | Think (92.8) | Think (96.1) | Discipline (93.1) | Think (84.1) | Think (87.3) |
| 2 | Discipline (83.4) | Discipline (92.7) | Discipline (92.1) | Think (90.9) | Discipline (82.1) | Discipline (85.5) |
| 3 | Self-Direct (83.9) | Self-Direct (86.4) | Critical (88.1) | Critical (89.4) | Employ (81.5) | Self-Direct (83.5) |
| 4 | Advanced (79.2) | Employ (82.3) | Self-Direct (87.4) | Self-Direct (87.8) | Self-Direct (81.2) | Community (79.5) |
| 5 | Community (76.0) | Creative (80.2) | Advanced (85.8) | Community (81.7) | Community (79.6) | Employ (78.2) |
| 6 | Critical (76.0) | Critical (79.2) | Community (84.2) | Advanced (79.4) | Citizens (76.8) | Creative (75.9) |
| 7 | Self-Under (70.8) | Advanced (77.1) | Creative (82.7) | Creative (78.7) | Creative (76.5) | Critical (75.4) |
| 8 | Employ (70.3) | Community (76.0) | Liberal (78.0) | Self-Under (75.6) | Self-Under (75.6) | Advanced (75.4) |
| 9 | Creative (65.1) | Research (66.7) | Citizens (77.1) | Employ (75.5) | Advanced (71.1) | Self-Under (73.3) |
| 10 | Emotion (60.9) | Citizens (66.6) | Employ (74.1) | Liberal (75.5) | Emotion (69.9) | Citizens (72.5) |
| 11 | Citizens (60.4) | Moral (62.5) | Self-Under (73.2) | Research (71.0) | Critical (69.2) | Liberal (65.3) |
| 12 | Liberal (57.3) | Self-Under (60.4) | Research (67.7) | Citizens (69.5) | Moral (65.1) | Emotion (62.9) |
| 13 | Research (56.8) | Liberal (58.3) | Moral (56.7) | Emotion (61.1) | Liberal (64.2) | Moral (59.9) |
| 14 | Moral (50.5) | Emotion (44.8) | Emotion (47.3) | Moral (50.4) | Family (53.2) | Research (56.5) |
| 15 | Family (44.8) | Family (31.2) | Family (27.6) | Family (45.0) | Research (49.5) | Family (46.3) |

Note. Ranked by the percent of faculty (in parentheses) indicating that the goal is "very important" or "essential" in their own teaching. Abbreviations for goals correspond to key words underlined in the complete statement of goals presented in table 12.

TABLE 14

RANK ORDER OF TEACHING GOALS PERCEIVED AS INSTITUTIONAL OBJECTIVES BY FACULTY IN SELECTED SOCIAL SCIENCE DISCIPLINES: 1977-1978 ACADEMIC YEAR

| Rank | Discipline | | | | | |
|---|---|---|---|---|---|---|
| | Psychology | Economics | Political Science | Sociology | Education | Combined Faculty |
| 1 | Employ (74.0) | Community (68.8) | Employ (69.3) | Employ (73.3) | Employ (73.2) | Employ (72.5) |
| 2 | Community (71.3) | Employ (67.7) | Community (66.9) | Discipline (72.6) | Discipline (71.2) | Community (69.8) |
| 3 | Discipline (69.7) | Discipline (66.7) | Discipline (62.2) | Community (70.2) | Community (70.0) | Discipline (69.8) |
| 4 | Citizens (61.9) | Think (60.5) | Liberal (60.6) | Citizens (67.2) | Think (67.4) | Think (64.3) |
| 5 | Think (61.4) | Citizens (59.6) | Think (59.0) | Think (62.6) | Citizens (64.1) | Citizens (63.0) |
| 6 | Advanced (58.3) | Self-Direct (56.2) | Citizens (57.5) | Liberal (61.8) | Self-Direct (60.4) | Liberal (59.2) |
| 7 | Liberal (58.3) | Critical (55.3) | Advanced (52.8) | Advanced (60.4) | Liberal Arts (59.3) | Advanced (57.5) |
| 8 | Self-Direct (54.7) | Creative (55.2) | Creative (52.0) | Self-Direct (51.9) | Advanced (58.5) | Self-Direct (57.3) |
| 9 | Creative (49.5) | Liberal Arts (54.2) | Self-Direct (51.9) | Moral (51.9) | Critical (56.8) | Critical (53.4) |
| 10 | Critical (46.9) | Advanced (51.1) | Critical (48.8) | Critical (50.4) | Self-Under (54.9) | Creative (52.8) |
| 11 | Moral (43.3) | Moral (51.0) | Moral (48.8) | Emotion (48.1) | Creative (54.8) | Self-Under (49.9) |
| 12 | Self-Under (41.1) | Self-Under (47.9) | Self-Under (44.9) | Creative (47.3) | Moral (51.0) | Moral (49.6) |
| 13 | Emotion (39.1) | Emotion (43.8) | Research (38.6) | Self-Under (45.8) | Emotion (30.2) | Emotion (46.2) |
| 14 | Family (32.3) | Family (34.4) | Emotion (37.8) | Family (39.7) | Family (42.6) | Family (38.9) |
| 15 | Research (24.0) | Research (29.2) | Family (33.0) | Research (36.6) | Research (37.0) | Research (34.3) |

Note: Ranked by the percent of faculty (in parentheses) indicating that the goal is "very important" or "essential" at their institution. Abbreviations for goals correspond to key words underlined in the complete statement of goals presented in table 12.

after college (72.5 percent), to provide the local community with skilled human resources (69.8 percent), and to have students master knowledge in a discipline (also 69.8 percent). Except from economists, who perceived the development of community resources as their institutions' top priority, employment received the most support from all groups (see table 14). Other goals respondents perceived as very important or essential to their institutions in undergraduate education are: the ability to think clearly (64.3 percent), the development of responsible citizens (63.0 percent), an appreciation of the liberal arts (59.2 percent), preparation for graduate or advanced education (57.5 percent), the desire and ability to undertake self-directed learning (57.3 percent), the ability to critically evaluate contemporary society (53.4 percent), and the development of creative capacities (52.8 percent). Five other goals were endorsed by less than 50 percent of the respondents, as a whole. They indicated least institutional concern for preparing students to pursue research (34.3 percent) and family living (38.9 percent). Table 14 shows that political scientists are the only group that did not perceive research (38.6 percent) as the least important institutional objective.

Increasing the desire and ability to undertake self-directed learning (26.2 percent) reflects the greatest difference between personal teaching goals and perceived institutional goals, followed by the goals to achieve deeper levels of understanding (23.4 percent), to develop creative capacities (23.1 percent), to develop the ability to think clearly (23.0 percent), to develop the ability to pursue research (22.2 percent), and to provide tools for the critical evaluation of contemporary society (22.0 percent). On the other hand, preparing students for employment after college (5.7 percent) reflects the least amount of discrepancy. Almost as little discrepancy occurs in the goals of conveying a basic appreciation of liberal arts (6.1 percent) and preparing students for family living (7.4 percent).

Political scientists and sociologists display the greatest difference between personal teaching goals and perceived institutional goals. More than 88 percent of the political scientists said providing tools for critical evaluation of contemporary society is an important teaching goal, whereas only 48.8 percent perceived it as an important institutional goal. Sociologists responded similarly to the same goal. Again, political scientists and sociologists display marked discrepancies

(35.5 and 35.9 percent, respectively) for the goal pertaining to self-directed learning. The two examples mentioned represent the two highest percentage discrepancies.

Table 12 shows a difference of only 1 percent between the percentage of economists who said providing for students' emotional development is an important teaching goal (44.8 percent) and who perceived this goal as an important institutional one. For 57.3 percent of responding psychologists, conveying a basic appreciation of the liberal arts is an important teaching goal; almost the same percentage (58.3 percent) said it is an important institutional goal. Likewise, psychologists display a discrepancy of 1.5 percent for the goal of developing responsible citizens; sociologists show the same percentage of discrepancy for the goal of developing moral character. However, in general, the least discrepancy exists among educators. For eleven goal statements, the differences are less than 15 percent.

Except in six instances, a higher percentage of respondents as a whole perceived the goals as important personal teaching goals than perceived them as important institutional goals. The minus signs(-) in table 12 indicate the exceptions.

# CHAPTER 4

# CONCLUSIONS

## Summary

The data presented in this 1977-1978 survey of faculty in predominantly black four-year colleges and universities are the responses of 1,168 individuals who reported that their most advanced graduate degree was in one of the five selected social science disciplines--economics, education, political science, psychology, and sociology. They were asked about their personal goals and objectives in undergraduate education, their perception of their institutions' objectives, their professional activities, their ethnic background, and other demographic information. Eighty-two institutions, located mainly in the southern states, were represented by faculty respondents.

The major findings include the following:

1. Most of the respondents are black; there is a very low percentage of other minorities.
2. There are considerably more male respondents than female respondents; but among the respondents in education, the proportion is almost even.

3. Most of the respondents were younger than forty-five at the time of the survey.
4. Most of the respondents have earned doctorates.
5. Almost all the respondents are full-time employees of their respective institutions.
6. The principal activity for most of the respondents is teaching; those in education display the lowest percentage whose principal function is teaching.
7. Slightly more than half of all the respondents have published at least one article; approximately four out of ten have published at least one book, manual, or monograph.
8. Respondents indicated that the undergraduate class sizes in education are smaller than those in the other four disciplines.
9. Most of the respondents view almost all goals listed on the questionnaire as essential or very important to their personal teaching goals.
10. Respondents indicated that instilling the ability to think clearly is their most important personal teaching goal.
11. Most faculty members said they view preparing students for family living as the least

important personal teaching goal.

12. Respondents perceived preparing students for employment after college as the most important institutional goal; research, as the least important institutional goal.
13. Discrepancies exist between personal teaching goals and perceived institutional goals.
14. A higher percentage of respondents perceive most goals as important teaching goals than as important institutional goals.
15. Political scientists display the greatest discrepancy between personal teaching goals and perceived institutional goals; educators, the least discrepancy.

Discussion

Black colleges have been characterized as chiefly teaching institutions that place relatively little emphasis on research (Kirschner, 1979; Bowles and DeCosta 1971; McGrath 1965; Blauch and Jenkins 1943). These data support that characterization. While this survey was restricted to faculty members in selected social science disciplines, there is little reason to believe that the principal activity of faculty members in other disciplines at the same institutions is

anything other than teaching. Also, research is a low-priority activity, as it was in earlier years when few or no funds were allocated for research (Himes 1951; Blauch and Jenkins 1943). The lack of publication on the part of a large percentage of the social scientists may reflect this apparent lack of concern for research.

The data suggest that faculty members in the social sciences may have earned a higher percentage of doctoral degrees (60.3 percent) than faculty members in general. Previous investigations of predominantly black colleges and universities have revealed that relatively few faculty members earned doctoral degrees (Blauch and Jenkins 1943, McGrath 1965; Bowles and DeCosta 1968). Although Kirschner (1979) found the percentage of faculty with earned doctoral degrees increased from 37 percent in 1971-72 to 40.2 percent in 1978-79, only eight of the forty-one private black colleges in his study had 50 percent or more faculty members with doctorates. While the present study did not compare private and public black colleges and universities, other research projects have found a greater proportion of graduate degrees in the institutions under private control (Survey of Negro Colleges 1929).

In general, most social science faculty in predominantly black institutions have been employed at the institutions for relatively short periods. This appears to comport with the finding that most of the faculty are relatively young. This may indicate either frequent turnover of faculty or the fact that black Americans are attaining more education at an earlier age.

The respondents' strong endorsement of almost all the personal teaching goals listed on the questionnaire lends credence to the view of many that faculty in black institutions of higher learning emphasize goals dealing with erudition, higher scholarly achievement, social usefulness, and personal character (Willie and MacLeish 1978). The fact that most social science faculty members view the development of the ability to pursue research as the least important goal of their institutions provides further evidence that predominantly black four-year colleges and universities are "essentially teaching institutions."

Recommendations

The quality and composition of the faculty in predominantly black institutions have changed tremendously. Nonetheless, continued improvement is needed. To this end, the following actions are recommended:

1. Recruitment programs aimed at increasing the number of faculty members with earned doctorates. Efforts to improve the quality of the faculty employed in predominantly black colleges and universities should be given top priority in recruiting and employing new faculty. Such faculty should be renowned for scholarly as well as teaching accomplishments.

2. Recruitment programs aimed at a balance between the numbers of males and females employed. Although institutions are required to provide equal opportunities in their employment practices, disparities between the numbers of male and female teachers continue to exist. Affirmative steps should be taken to recruit competent female faculty.

3. Increased emphasis on research. Research continues to receive little or no emphasis in predominantly black institutions. To help remedy this situation, institutions should offer the faculty added incentives for conducting research. Where consistent, meaningful incentive systems do not now exist, they should be developed and encouraged. This in turn would significantly increase, in number and amount, research and training grants as well as the number of faculty publications. In addition, institutions should endeavor, if necessary, to acquire and allocate

additional funds for research and other scholarly pursuits.

4. The development of more systematic means for disseminating the goals and objectives of various faculties and of the institution. One of the greatest needs in predominantly black institutions is consistency between personal teaching goals and institutional goals in graduate and undergraduate education. In-service educational and feedback programs to increase awareness and congruence of goals and objectives may work toward this end. In any case, the challenge to minimize the discrepancy between personal and institutional objectives offers perhaps the greatest potential for constructive change in these institutions.

## APPENDIX A

Institutions Represented by Faculty Respondents

## INSTITUTIONS REPRESENTED BY FACULTY RESPONDENTS

| Institution | Control |
|---|---|
| Alabama A. & M. University (AL) | Public |
| Alabama State University (AL) | Public |
| Albany State College (GA) | Public |
| Allen University (SC) | Private |
| Atlanta University (GA) | Private |
| Barber-Scotia College (NC) | Private |
| Benedict College (SC) | Private |
| Bennett College (NC) | Private |
| Bethune Cookman College (FL) | Private |
| Bishop College (TX) | Private |
| Bluefield State College* (WV) | Public |
| Bowie State College (MD) | Public |
| Central State University (OH) | Public |
| Cheyney State College (PA) | Public |
| Chicago State University (IL) | Public |
| Claflin College (SC) | Private |
| Clark College (GA) | Private |
| Coppin State College (MD) | Public |
| Daniel Payne College** (AL) | Private |
| Delaware State College (DE) | Public |
| Detroit Institute of Technology** (MI) | Private |
| Dillard University (LA) | Private |
| Elizabeth City State University (NC) | Public |
| Fayetteville State University (NC) | Public |
| Fisk University (TN) | Private |
| Florida A. & M. University (FL) | Public |
| Florida Memorial College (FL) | Private |
| Fort Valley State College (GA) | Public |
| Grambling State University (LA) | Public |
| Hampton Institute (VA) | Private |
| Howard University (DC) | Private |
| Huston-Tillotson College (TX) | Private |
| Interdenominational Theological Center (GA) | Private |

INSTITUTIONS REPRESENTED BY FACULTY RESPONDENTS-Continued

| Institution | Control |
|---|---|
| Jackson State University (MS) | Public |
| Jarvis Christian College (TX) | Private |
| Johnson C. Smith University (NC) | Private |
| Kentucky State University (KY) | Public |
| Knoxville College (TN) | Private |
| Lane College (TN) | Private |
| Langston University (OK) | Public |
| LeMoyne-Owen College (TN) | Private |
| Lincoln University* (MO) | Public |
| Lincoln University (PA) | Public |
| McHarry Medical College (TN) | Private |
| Miles College (AL) | Private |
| Mississippi Industrial College (MS) | Private |
| Mississippi Valley State University (MS) | Public |
| Morehouse College (GA) | Private |
| Morgan State University (MD) | Public |
| Morris Brown College (GA) | Private |
| Morris College (SC) | Private |
| Norfolk State University (VA) | Public |
| North Carolina A. & T. State University (NC) | Public |
| North Carolina Central University (NC) | Public |
| Oakwood College (AL) | Private |
| Paine College (GA) | Private |
| Paul Quinn College (TX) | Private |
| Philander Smith College (AR) | Private |
| Prairie View A. & M. College (TX) | Public |
| Rust College (MS) | Private |
| St. Augustine's College (NC) | Private |
| St. Paul's College (VA) | Private |
| Savannah State College (GA) | Public |
| Shaw College (MI) | Private |
| Shaw University (NC) | Private |

INSTITUTIONS REPRESENTED BY FACULTY RESPONDENTS-
Continued

| Institution | Control |
|---|---|
| South Carolina State College (SC) | Public |
| Southern University A. & M. - Main Campus (LA) | Public |
| Southern University - New Orleans Campus (LA) | Public |
| Southern University - Shreveport-Bossier Campus*** (LA) | Public |
| Spelman College (GA) | Private |
| Stillman College (AL) | Private |
| Talladega College (AL) | Private |
| Texas Southern University (TX) | Public |
| Tougaloo College (MS) | Private |
| Tuskegee Institute (AL) | Private |
| University of Arkansas at Pine Bluff (Arkansas A.M. & N. College) (AR) | Public |
| University of Maryland - Eastern Shore (MD) | Public |
| University of Tennessee at Nashville (Tennessee State University) (TN) | Public |
| Virginia State College (VA) | Public |
| Virginia Union University (VA) | Private |
| Voorhees College (SC) | Private |
| West Virginia State College* (WV) | Public |
| Wilberforce University (OH) | Private |
| Wiley College (TX) | Private |
| Winston-Salem State University (NC) | Public |
| Xavier University (LA) | Private |

*The institution was a traditionally black institution but is now predominantly white; it was, therefore, excluded from the analysis.

**Daniel Payne College and Detroit Institute of Technology subsequently closed.

***The institution was excluded from the analysis because it does not have four-year undergraduate programs.

## APPENDIX B

Predominantly Black Institutions Not Included

## INSTITUTIONS WHICH DID NOT SUPPLY A LIST OF FACULTY MEMBERS

| Institution | Control |
|---|---|
| Arkansas Baptist College (AR) | Private |
| Livingston College (NC) | Private |
| Selma University (AL) | Private |
| Texas College (TX) | Private |
| University of the District of Columbia (DC) | Public |

## NEWER PREDOMINANTLY BLACK FOUR-YEAR COLLEGES AND UNIVERSITIES

| Institution | Control |
|---|---|
| American Baptist Theological Seminary (TN) | Private |
| Chicago Conservatory College (IL) | Private |
| City University of New York, Medgar Evers (NY) | Public |
| City University of New York, York College (NY) | Public |
| College of the Virgin Islands (VI) | Public |
| Daniel Hale Williams University (IL) | Private |
| Harris-Stowe State College (Harris Teachers College) (MO) | Public |
| National College of Education, Urban Campus (IL) | Private |
| Payne Theological Seminary (OH) | Private |
| Strayer College (DC) | Private |
| Wadhams Hall Seminary College (NY) | Private |

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Source: National Advisory Committee on Black Higher Education and Black Colleges and Universities. Higher Education Equity: The Crises of Appearance Versus Reality (First Annual Report 1977). U. S. Office of Education, Washington, D. C.: U. S. Government Printing Office, 1978. See also National Advisory Committee on Black Higher Education and Black Colleges and Universities. Still A Lifeline: The Status of Historically Black Colleges and Universities, 1975-1978. U. S. Office of Education. Washington, D. C.: U. S. Government Printing Office, 1980.

APPENDIX C

Letters

HOWARD UNIVERSITY

September 30, 1977

Dear Colleague:

I am presently engaged in a research project concerning the goals and objectives in traditionally black colleges and universities. In securing the necessary information for this study, I am seeking the names of faculty members in Education, Sociology, Psychology, Political Science, and Economics. Please send me a roster of the faculty members in your department(s) so that I may contact them for further information to be included in this study. It would be most helpful to me to receive this information by October 21.

You may be interested in the results of my study. I would be happy to share the findings with you if you will indicate your interest at the time you send me the faculty roster.

Your expeditious handling of this request will be greatly appreciated.

Sincerely,

HOWARD UNIVERSITY

Dear Colleague:

I am presently engaged in a research project concerning the goals and objectives in traditionally black colleges and universities. In securing the necessary information for this study, I am seeking the names of faculty members in Education, Sociology, Psychology, Political Science, and Economics. Please send me a roster of the faculty members in your department(s) so that I may contact them for further information to be included in this study. It would be most helpful to me to receive this information by _____.

You may be interested in the results of my study. I would be happy to share the findings with you if you will indicate your interest at the time you send me the faculty roster.

Your expeditious handling of this request will be greatly appreciated.

Sincerely,

HOWARD UNIVERSITY

November 11, 1977

Dear Colleague:

Recently I sent a request for information needed for a research project I am undertaking. I realize that this request may have arrived at a difficult time. I am sending this follow-up letter in the hopes that you may now be able to respond to my request.

The research project concerns the goals and objectives in predominantly Black colleges and universities. I need the names of faculty members in Education, Sociology, Psychology, Political Science, and Economics. Please send me a roster of the faculty members in your department(s) so that I may contact them for further information to be included in this study. In listing the names of faculty members, please indicate their particular discipline.

It would be most helpful to me to receive this information by November 28, 1977.

You may be interested in the results of my study. I would be happy to share the findings with you if you will indicate your interest at the time you send me the faculty roster.

Your expeditious handling of this request will be greatly appreciated.

Sincerely,

P.S. In the event you have already responded, thank you for your cooperation.

HOWARD UNIVERSITY

January 19, 1978

Dear Colleague:

Recently I sent a request for information needed for a research project I am undertaking. I realize that this request may have arrived at a difficult time. I am sending this second follow-up letter in the hopes that you may now be able to respond to my request.

The research project concerns the goals and objectives in predominantly Black colleges and universities. I need the names of faculty members in Education, Sociology, Psychology, Political Science, and Economics. Please send me a roster of the faculty members in your department(s) so that I may contact them for further information to be included in this study. In listing the names of faculty members, please indicate their particular discipline.

It would be most helpful to me to receive this information by January 30, 1978.

You may be interested in the results of my study. I would be happy to share the findings with you if you will indicate your interest at the time you send me the faculty roster.

Your expeditious handling of this request will be greatly appreciated.

Sincerely,

P.S. In the event you have already responded, thank you for your cooperation.

HOWARD UNIVERSITY

March 3, 1978

Dear Colleague:

I am presently engaged in a research project concerning the goals and objectives in traditionally black colleges and universities. In securing the necessary information for this study, I am seeking the names of faculty members in Education, Sociology, Psychology, Political Science, and Economics. Please send me a roster of the faculty members in your department(s) so that I may contact them for further information to be included in this study. It would be most helpful to me to receive this information by March 17.

You may be interested in the results of my study. I would be happy to share the findings with you if you will indicate your interest at the time you send me the faculty roster.

Your expeditious handling of this request will be greatly appreciated.

Sincerely,

HOWARD UNIVERSITY

Dear Colleague:

I recently sent a request for the names of faculty members at your institution in the following areas of specialization: Education, Economics, Psychology, Political Science, and Sociology. These rosters will enable me to contact the faculty members for further information to be included in a research project. I would like very much to include faculty members from all five disciplines.

We have received the names of faculty members in the following discipline(s): _____, _____, _____, _____. I am sending this follow-up letter in hopes of obtaining the names of faculty members in the remaining discipline(s): _____, _____, _____, _____. If for some reason you cannot furnish the requested information, please respond accordingly.

You may be interested in the results of this study. I would be happy to share the findings with you if you will indicate your interest.

Your expeditious handling of this request will be greatly appreciated.

Sincerely,

P.S. In the event you have already responded, thank you for your cooperation.

HOWARD UNIVERSITY

Dear Colleague:

I am conducting a survey which seeks current information on demographic and educational background; work roles, professional activities and opinions; as well as current practices and objectives of American college and university faculty and staff. This information will be helpful to educational policy-makers as well as to scholars studying problems and developments in American higher education. The findings will be published and disseminated.

It is not possible to frame questions all of which are equally relevant to faculty members in all the different fields; hence you may find some that seem inappropriate to your situation. However, we urge you to answer all the questions as well as you can. In our analysis, we will take into account the special circumstances that may affect some of your replies.

Please be assured that your answer will be held in strictest confidence. You will notice a code number on your questionnaire. This code number will only be used to facilitate our follow-up technique.

We hope you will find the questionnaire interesting to answer, and I urge that you fill out and return it to us while you have it at hand. It should take about 5 to 10 minutes to complete.

Thank you for your cooperation.

Sincerely,

HOWARD UNIVERSITY

Dear Colleague:

Just recently you received a reminder and another questionnaire for faculty in predominantly Black colleges and universities from us. We missed you in the previous response return and would sincerely like to hear from you this time. Now that it is on your mind again, please complete and return it to us as soon as possible. It will only take 5 to 10 minutes of your time and would so greatly enhance the results of our research.

If by chance you can no longer locate the questionnaire or if you have questions, please do not hesitate to write or call. If you have already responded, thank you for setting aside your work for us.

Sincerely,

P.S. Let us know if you would like to receive a copy of the findings.

HOWARD UNIVERSITY

Dear Colleague:

You may recall that I sent you a questionnaire. I recognize that it may have arrived at an inopportune time. I am sending you another questionnaire and stamped return envelope for your convenience. I hope that you might now be able to complete and return the questionnaire promptly. Should you encounter any problems concerning any aspect of the study, please do not hesitate to call or write.

In the event that you have already responded, thank you for your cooperation.

Sincerely,

## APPENDIX D

## Faculty Questionnaire*

*Adapted from the ACE questionnaire on pp. 49-52 of Bayer (1973).

HOWARD UNIVERSITY

QUESTIONNAIRE FOR FACULTY IN
BLACK COLLEGES AND UNIVERSITIES

Please return the questionnaire to James Newby, Ed.D. (Project Director, Howard University-Sponsored Research Project), P.O. Box 882 Admin. Bldg. Howard University, Wash., D.C. 20059

DIRECTIONS: Please answer the following questions with respect to your institutional affiliation during the 1977-78 academic year. If you are no longer affiliated with the same institution, check here ___ and answer the questionnaire with respect to that institution with which you were affiliated during the 1977-78 academic year.

NOTE: We welcome any additional comments or questions you may have; please enclose them on a separate sheet of paper. Thank you for your cooperation.

1. What is the principal activity of your current position at this institution? (mark one)

| | | |
|---|---|---|
| Administration.. | ___ (1) | |
| Teaching..... | ___ (2) | |
| Research..... | ___ (3) | 6 |
| Other..... | ___ (4) | |

2. Are you considered to be a full-time employee of your institution for at least nine months of the current academic year? (mark one)

| | | |
|---|---|---|
| Yes, full time..... | ___ (1) | |
| No, part time, but more than half time..... | ___ (2) | 7 |
| No, half time..... | ___ (3) | |
| No, less than half time..... | ___ (4) | |

3. What is your present rank ? (mark one)

| | | |
|---|---|---|
| Do not hold rank designation... | ___ (1) | |
| Professor..... | ___ (2) | |
| Associate Professor..... | ___ (3) | |
| Assistant Professor..... | ___ (4) | 8 |
| Lecturer..... | ___ (5) | |
| Instructor..... | ___ (6) | |
| Other Rank..... | ___ (7) | |

4. Have you ever taught at the postsecondary level?

| | | |
|---|---|---|
| Yes, during the present term... | ___ (1) | |
| Yes, this academic year, but not this term ..... | ___ (2) | 9 |
| Yes, but not this academic year ..... | ___ (3) | |
| No ..... | ___ (4) | |



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5. About how many students at each level are enrolled in your courses this term?

| | 10 Undergraduate | 11 Graduate |
|---|---|---|
| (1) None | ___ | ___ |
| (2) Under 10 | ___ | ___ |
| (3) 10 - 25 | ___ | ___ |
| (4) 26 - 49 | ___ | ___ |
| (5) 50 - 99 | ___ | ___ |
| (6) 100 or more | ___ | ___ |

6. How many articles have you published in academic or professional journals?

None ___ (1)
1 - 2 ___ (2)
3 - 4 ___ (3) 12
5 - 10 ___ (4)
11 - 20 ___ (5)

7. How many published books, manuals, or monographs have you written or edited, alone or in collaboration?

None ___ (1)
1 - 2 ___ (2)
3 - 4 ___ (3) 13
5 - 10 ___ (4)
More than 10 ___ (5)

8. In the past 12 months, have you been engaged in any research, scholarly writing, or creative works?

Yes ___ (1) No ___ (2) 14

9. Would you characterize your recent scholarship, research, or creative writing as:

| | Yes | No | |
|---|---|---|---|
| Pure or basic | ___ (1) | ___ (2) | 15 |
| Applied | ___ (1) | ___ (2) | 16 |
| Policy-oriented | ___ (1) | ___ (2) | 17 |
| Literary/expressive | ___ (1) | ___ (2) | 18 |
| Other | ___ (1) | ___ (2) | 19 |

10. Your Age:

| | | |
|---|---|---|
| 24 or below | ___ | (1) |
| 25 - 29 yrs. | ___ | (2) |
| 30 - 34 yrs. | ___ | (3) |
| 35 - 39 yrs. | ___ | (4) |
| 40 - 44 yrs. | ___ | (5) 20 |
| 45 - 49 yrs. | ___ | (6) |
| 50 - 54 yrs. | ___ | (7) |
| 55 - 59 yrs. | ___ | (8) |
| Above 59 yrs. | ___ | (9) |

11. Are You: (check all that apply)

White/Caucasian ___ (1)
Black /Negro/Afro American ___ (2)
American Indian ___ (3)
Oriental ___ (4) 21
Mexican-American/Chicano ___ (5)
Puerto Rican-American ___ (6)
Other ___ (7)

12. Please indicate your sex: Male ___ (1) 22
Female ___ (2)

13. What is the composition of the student body at this institution?
Predominantly Black ___ (1) 23
Predominantly White ___ (2)

14. How long have you been employed (beyond the level of teaching or research assistant), at this institution?

| | | | | |
|---|---|---|---|---|
| 1 year or less... | ___ (1) | 10 - 14 years.... | ___ (5) | |
| 2 - 3 years..... | ___ (2) | 15 - 19 years.... | ___ (6) | |
| 4 - 6 years..... | ___ (3) | 20 - 29 years.... | ___ (7) | 24 |
| 7 - 9 years..... | ___ (4) | 30 yrs. or more.. | ___ (8) | |

15. How important is each of the following as: (a) your personal goal or aim in your teaching of undergraduate students, and (b) your institution's goal in undergraduate education? (If you do not teach undergraduates, answer b.)

(1) Essential
(2) Very Important
(3) Somewhat Important
(4) Not Important, or Irrelevant

| | (a) Teaching Goals | (b) Institutional Goals | |
|---|---|---|---|
| To master knowledge in a discipline..... | _(1) _(2) _(3) _(4) | _(1) _(2) _(3) _(4) | 25-26 |
| To convey a basic appreciation of the liberal arts..... | _(1) _(2) _(3) _(4) | _(1) _(2) _(3) _(4) | 27-28 |
| To increase the desire and ability to undertake self-directed learning..... | _(1) _(2) _(3) _(4) | _(1) _(2) _(3) _(4) | 29-30 |
| To develop the ability to think clearly. | _(1) _(2) _(3) _(4) | _(1) _(2) _(3) _(4) | 31-32 |
| To develop creative capacities..... | _(1) _(2) _(3) _(4) | _(1) _(2) _(3) _(4) | 33-34 |
| To develop the ability to pursue research..... | _(1) _(2) _(3) _(4) | _(1) _(2) _(3) _(4) | 35-36 |
| To prepare students for employment after college..... | _(1) _(2) _(3) _(4) | _(1) _(2) _(3) _(4) | 37-38 |
| To prepare students for graduate or advanced education..... | _(1) _(2) _(3) _(4) | _(1) _(2) _(3) _(4) | 39-40 |
| To develop moral character..... | _(1) _(2) _(3) _(4) | _(1) _(2) _(3) _(4) | 41-42 |
| To develop religious beliefs or convictions..... | _(1) _(2) _(3) _(4) | _(1) _(2) _(3) _(4) | 43-44 |
| To provide for students' emotional development..... | _(1) _(2) _(3) _(4) | _(1) _(2) _(3) _(4) | 45-46 |
| To achieve deeper levels of students' self-understanding..... | _(1) _(2) _(3) _(4) | _(1) _(2) _(3) _(4) | 47-48 |
| To develop responsible citizens..... | _(1) _(2) _(3) _(4) | _(1) _(2) _(3) _(4) | 49-50 |
| To provide the community with skilled human resources..... | _(1) _(2) _(3) _(4) | _(1) _(2) _(3) _(4) | 51-52 |
| To provide tools for the critical evaluation of contemporary society.... | _(1) _(2) _(3) _(4) | _(1) _(2) _(3) _(4) | 53-54 |
| To prepare students for family living... | _(1) _(2) _(3) _(4) | _(1) _(2) _(3) _(4) | 55-56 |

Continued



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16. On the following list, please mark:

(1) The degrees for which you are currently working.
(2) All degrees that you have earned.

| | | | |
|---|---|---|---|
| Less than Bachelor's (A.A., etc.) | __(1) | __(2) | 57-58 |
| Bachelor's (B.A., B.S., etc.) | __(1) | __(2) | 59-60 |
| Master's | __(1) | __(2) | 61-62 |
| L.L.B., J.D. | __(1) | __(2) | 63-64 |
| M.D. or equivalent | __(1) | __(2) | 65-66 |
| D.D.S. or equivalent | __(1) | __(2) | 67-68 |
| Other first professional beyond Bachelor's (e.g. D.D.,D.V.M.,D.O.,D.M.) | __(1) | __(2) | 69-70 |
| Doctorate degree without dissertation(D.A) | __(1) | __(2) | 71-72 |
| Ed. D. | __(1) | __(2) | 73-74 |
| Ph. D. | __(1) | __(2) | 75-76 |
| Other doctorate (except first professional) | __(1) | __(2) | 77-78 |
| None | __(1) | __(2) | 79-80 |

17. From the following list, mark the most appropriate detailed category for:
__ (1) Undergraduate major (mark one most recent if more than one undergraduate degree and major).
__ (2) Major of the highest graduate degree now held (mark one most recent if more than one highest degree and major).
__ (3) Present principal teaching field (mark one).
__ (4) Present primary field of research, scholarship, creativity (mark one).
__ (5) Department of teaching appointment (if joint appointment, mark no more than two).

Where your precise field does not appear, mark the most similar category)

| | | | | | | |
|---|---|---|---|---|---|---|
| None | __(1) | __(2) | __(3) | __(4) | __(5) | 6-10 |
| Agriculture and/or Forestry | __(1) | __(2) | __(3) | __(4) | __(5) | 11-15 |
| Architecture and/or Design | __(1) | __(2) | __(3) | __(4) | __(5) | 16-20 |
| Biological Sciences (General Biology) | __(1) | __(2) | __(3) | __(4) | __(5) | 21-25 |
| Business Administration | __(1) | __(2) | __(3) | __(4) | __(5) | 26-30 |
| Computer Sciences | __(1) | __(2) | __(3) | __(4) | __(5) | 31-35 |
| Education | __(1) | __(2) | __(3) | __(4) | __(5) | 36-40 |
| Engineering | __(1) | __(2) | __(3) | __(4) | __(5) | 41-45 |
| Fine Arts | __(1) | __(2) | __(3) | __(4) | __(5) | 46-50 |
| Geography | __(1) | __(2) | __(3) | __(4) | __(5) | 51-55 |
| Health Sciences | __(1) | __(2) | __(3) | __(4) | __(5) | 56-60 |
| Home Economics | __(1) | __(2) | __(3) | __(4) | __(5) | 61-65 |
| Humanities | __(1) | __(2) | __(3) | __(4) | __(5) | 66-70 |
| Industrial Arts | __(1) | __(2) | __(3) | __(4) | __(5) | 71-75 |
| Journalism | __(1) | __(2) | __(3) | __(4) | __(5) | 76-80 |
| Law | __(1) | __(2) | __(3) | __(4) | __(5) | 6-10 |
| Library Science | __(1) | __(2) | __(3) | __(4) | __(5) | 11-15 |
| Mathematics and/or Statistics | __(1) | __(2) | __(3) | __(4) | __(5) | 16-20 |
| Physical & Health Education | __(1) | __(2) | __(3) | __(4) | __(5) | 21-25 |
| Physical Sciences | __(1) | __(2) | __(3) | __(4) | __(5) | 26-30 |
| Psychology (General) | __(1) | __(2) | __(3) | __(4) | __(5) | 31-35 |
| Social Sciences | __(1) | __(2) | __(3) | __(4) | __(5) | 36-40 |
| Anthropology & Archaeology | __(1) | __(2) | __(3) | __(4) | __(5) | 41-45 |
| Economics | __(1) | __(2) | __(3) | __(4) | __(5) | 46-50 |
| Political Science, Government | __(1) | __(2) | __(3) | __(4) | __(5) | 51-55 |
| Sociology | __(1) | __(2) | __(3) | __(4) | __(5) | 56-60 |
| Social Work, Social Welfare | __(1) | __(2) | __(3) | __(4) | __(5) | 61-65 |
| Vocational-Technical (Other) | __(1) | __(2) | __(3) | __(4) | __(5) | 66-70 |
| All Other Fields | __(1) | __(2) | __(3) | __(4) | __(5) | 71-75 |



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## APPENDIX E

## Comparison of Selected Surveys of Predominantly Black Colleges and Universities

COMPARISON OF SELECTED SURVEYS OF PREDOMINANTLY BLACK COLLEGES AND UNIVERSITIES

| Survey | Year | Teaching Fields | No. of Subjects | No. of Institutions | College Level | Control | Total No. of Institutions Identified |
|---|---|---|---|---|---|---|---|
| Williams | 1913 | All | 461 | 22 | University | Public Private | * |
| United States Office of Education (Jones) | 1917 | All | * | 33 | College | Public Private | 33 |
| Williams | 1922 | All | 984 | 33 | College University | Public Private | * |
| United States Office of Education (Klein) | 1929 | All | 1,046 | 79 | 2 yr. College 4 yr. College University | Public Private | * |
| United States Office of Education | 1930 | Social Sciences, Education and others | 380 | 17 | 2 yr. College 4 yr. College University | Public Private | 90 plus |
| United States Office of Education | 1943 | Social Sciences, Education and others | * | 25 | 4 yr. College | Public Private | 118 |

COMPARISON OF SELECTED SURVEYS OF PREDOMINANTLY BLACK COLLEGES AND UNIVERSITIES-
Continued

| Survey | Year | Teaching Fields | No. of Subjects | No. of Institutions | College Level | Control | Total No. of Institutions Identified |
|---|---|---|---|---|---|---|---|
| Himes | 1951 | Sociology | 140 | 56 | 2 yr. College<br>4 yr. College<br>University | Public<br>Private | 101 |
| McGrath** | 1965 | Social Sciences, Education, and others | 4,875 | 123 | 2 yr. College<br>4 yr. College<br>University | Public<br>Private | 123 |
| Huyck** | 1966 | Social Sciences, Education and others | * | 99 | 2 yr. College<br>4 yr. College<br>University | Public<br>Private | 99 |
| Kirk | 1969 | Health, Physical Education | 342 | 51 | College<br>University | Public<br>Private | * |
| Bowles & DeCosta** | 1971 | All | * | 104 | 2 yr. College<br>4 yr. College<br>University | Public<br>Private | 107*** |
| Young | 1974 | Sciences | * | * | * | * | * |

COMPARISON OF SELECTED SURVEYS OF PREDOMINANTLY BLACK COLLEGES AND UNIVERSITIES-
Continued

| Survey | Year | Teaching Fields | No. of Subjects | No. of Institutions | College Level | Control | Total No. of Institutions Identified |
|---|---|---|---|---|---|---|---|
| Kirschner | 1979 | All | 3,068 | 41 | College University | Private | * |
| Newby** | 1982 | Social Sciences, Education | 1,113 | 82 | College University | Public Private | 89 |

84

*Data not available.
**Includes comparison with predominantly white institutions.
***Includes historically black colleges now predominantly white.

## Notes

1. Only institutions with "University" in the title were included in the survey.

2. McGrath notes that in some states white teachers were barred by law from teaching in black colleges and universities.

3. This list does not include some of the newer predominantly black four-year colleges and universities (see Appendix B).

4. Names of administrative officers, other than department chairmen, were obtained from Education Directory, 1975-1976.

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